

ANDRAGOGICAL CONCEPT OF THE DEVELOPMENT OF INFORMATION AND COMMUNICATION COMPETENCE OF TEACHERS IN INSTITUTIONS OF POSTGRADUATE TEACHER EDUCATION

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DOI: https://doi.org/10.31435/rsglobal_wos/31032020/7007

ARTICLE INFO

Received: 19 January 2020

Accepted: 10 March 2020

Published: 31 March 2020

KEYWORDS

andragogy,
andragogical support,
teacher,
Institute of Postgraduate Teacher Education,
information and communication competence,
diversification.

ABSTRACT

The article discusses the issues of andragogical support for the development of information and communication competence of teachers in institutions of postgraduate Pedagogical education. The authors analyze the current socio-educational situation; emphasize the importance of continuing education and the development of andragogical competence of employees of postgraduate education institutes. The attention is focused on the diversification of the types of advanced training of pedagogical and scientific-pedagogical workers, which necessitates the modernization of content, forms, technologies in the system of postgraduate education, in particular the development of information and communication competence of pedagogical workers. The basic andragogical principles, the functions of the teacher-andragog, the methods of the andragogical approach to creating special conditions for the interaction of teachers and students are substantiated. Based on theoretical and empirical research, the state of this problem is analyzed on the example of the development of information and communication competence of methodologists of regional methodological services.

Citation: Vira Humeniuk, Oleksandra Solohub. (2020) Andragogical Concept of the Development of Information and Communication Competence of Teachers in Institutions of Postgraduate Teacher Education. *International Academy Journal Web of Scholar*. 3(45). doi: 10.31435/rsglobal_wos/31032020/7007

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Introduction. Modern pedagogical reality is determined by the change in existing approaches to the educational process for children and adults. The development of andragogical views in the theory and practice of the learning process, based on the increased attention of the society to the needs and opportunities for continuing professional development of an employee, his retraining in connection with increasing cultural demands, the need for constant updating of his knowledge, directly affect postgraduate education and professional development of teachers. There are also certain requirements for the level of ownership of the participants of the educational process by modern technologies, the state of formation of their information and communication competence. There are also certain requirements for the ability of participants in the educational process to use modern technologies, the level of development of their information and communication competence.

In the context of globalization changes, the "knowledge society" requires teachers of mobility and creativity, competence, readiness for permanent retraining. At the World Economic Forum in Davos in report «Towards a Reskilling Revolution. A Future of Jobs for All» particular attention is paid to the fact that the welfare and competitiveness of each state will depend on the place in the state policy the problem of re-qualification of the population, updating of ways and forms of organization of continuous adult education. [4].

Diversification of types of professional development of pedagogical and scientific-pedagogical workers (training under the advanced training program, internships, participation in certification programs, trainings, seminars, seminars-workshops, seminars-meetings, seminars-trainings, webinars, workshops etc.) and providing teachers with the opportunity to independently choose a place and educational institutions for further training after the adoption of the resolution of the Cabinet of Ministers of Ukraine "Some issues of advanced training of pedagogical and scientific-pedagogical workers" [7] necessitates the modernization of the content, forms and technology in the postgraduate education system, including the program development of information and communication competence of teachers.

This socio-educational situation reinforces the importance of developing the andragogical competence of employees of the postgraduate teacher education system and encourages pay attention to the main ideas of andragogy as a science that studies the theory and practice of adult education, including their professional and personal development. The subject of andragogy is the continuous education of a person, which is carried out in any form of education (formal, informal, informal), depending on sociocultural conditions, requests, and individual characteristics of adults.

Research results. Outlining the andragogical concept for the development of information and communication competence of teachers in educational institutions, we take into account the terminology of continuing education, which is used today in the European Community. In particular, the UNESCO document "Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all" focuses on "lifelong learning" and "life wide learning" [1]. Thus, the vertical and horizontal axes of continuing education outline the space in which it is necessary to ensure the development of information and communication competence of teachers in the system of postgraduate education.

It is important in this context to understand the specifics of andragogy associated with the characteristics of an adult student: personal maturity; motivation, informed choice of the content and forms of education, understanding the problems of insufficiency of previously obtained education; civic position; professional competence, life and professional experience; focus on the rapid application of acquired knowledge; individual breadth of educational requests; understanding of career and personal prospects of educational self-improvement; the need for new professional knowledge and mastery of new information technologies [6].

As S. Zmeev notes, the andragogue teacher performs various functions, organizing the process of teaching teachers: expert on teacher training technologies; the organizer of the joint activities of all participants in the learning process; mentor, consultant; co-author (together with students) of an individual training program; creator of favorable physical and psychological learning conditions; source of knowledge, skills and qualities necessary for students [5].

A. Kukuev calls the method of analysis of pedagogical experience the main method of the andragogical approach when creating special conditions for the interaction of teachers and students, defined as a system of training, teaching and learning, which provides teachers with the conditions for learning new knowledge. Students gain new educational experience, effectively using the experience of each of them, which is activated by the andragog teacher, using a system of special methods and techniques for organizing training [8].

To ensure the development of information and communication competence of teachers in institutions of postgraduate teacher education, it is necessary to take into account the andragogical principles: diagnosing the needs, satisfaction of the students with the educational process, taking into account their thoughts, motivation and creating a sense of success in them; variability of content and forms of adult education; optimal combination of education and self-education, theoretical and practical components of the content of educational work.

The andragogical approach determines the features of the work of the teacher of the institution of postgraduate education, his activity as a tutor, who accompanies the student's academic work, helps

to overcome difficulties, advises. It is important to prepare appropriate programs for each student, to provide the opportunity to create an individual trajectory for the development of information and communication competence, to orient on optimal offers of free choice in the educational information space options for continuing education on this issue.

That is why the andragogical approach as one of the methodological approaches we chose when building a model for the development of information and communication competence of the methodical service workers of the city, district and united territorial community in the process of advanced training [9]. While working on scientific research, we studied the state of the organization of advanced training for this category of teachers in domestic institutions of postgraduate teacher education. One of the tasks that we set for ourselves at this stage the experiment was to analysis of information on continuing education options available on institute websites.

The information we studied as of July 2019 gives grounds for claiming that students have insufficient access to public information on the sites of postgraduate education institutes. At the same time, non-governmental organizations involved in the training of teachers offer a wide range of webinars, distance courses and other educational activities on their Internet resources. The topics of such events, the description of knowledge, skills and skills that teachers will receive after their completion, are described in detail. The 26 postgraduate educational institutions surveyed by us place schedules of advanced training courses, but only one of them publishes training courses for different categories of students on the site, while distance learning programs are available on the websites only of the two institutions. 9 institutions (35%) do not provide online registration for advanced training courses. In sites where this opportunity exists, students in most cases can register for distance courses and trainings. In sites where this opportunity exists, students in most cases can register for distance courses and trainings. The active position of postgraduate educational institutions on social networks to ensure openness to public information is very important. All institutions are represented on social network Facebook by departments, centers, methodical associations, etc., but official sites have created only 20 establishments (77%).

Methodical service workers can improve their qualifications in 15 regional institutes of postgraduate teacher education (60% of the total number of such institutes), as well as in the central institute of postgraduate education, where the training of such specialists is carried out differentially with indication of specialization. Methodists are offered various forms of training: full-time, part-time, distance, internship and others. Distance learning is mainly used for the organization of trainings, special courses.

There are no standardized professional development plans for different categories of teachers in Ukraine, so each institution of postgraduate education develops its own structure and content of invariant and variant parts of curricula. In particular, the variation part consists of thematic special courses, trainings, distance courses, modules, problem courses, express courses, optional courses, training seminars, author's courses, distance trainings and more. The list of such courses is published on the sites of 14 institutions (54%). Hours, descriptions, topics, and other information for listeners are not yet displayed in all courses.

Only 11 institutions (42%) have specialized courses and trainings on the development of information and communication competence of pedagogical staff. For example, distance learning courses and trainings "Blended Learning Education", "Using Knowledge Cards in Teacher Practice", "Creating Online Interactive Exercises", "Organizing Distance Learning Using Google Classroom", "Smart Board Technology", "Infographics as an effective way to submit data", "Using scribing in the educational process", "How to create and complete a teacher site using Google services" (municipal institution "Kirovograd Regional Institute of Postgraduate Pedagogical Education named after Vasyl Sukhomlinsky"); general pedagogical modules "Technologies of creation and maintenance of the personal web-resource of the teacher", "Formation of media competence of the modern teacher", "Technologies of visualization of educational information (infographic)", "Methods of creation of educational web-quests", "Google Teachers' Professional Development", "Online Human Rights Protection", "Creation and use of interactive online exercises in training" (Mykolaiv Regional Institute of Postgraduate Teacher Education); training "Fundamentals of using the interactive whiteboard and Internet services in the educational process", distance training "Media services in the lessons of the natural and mathematical cycle" (Khmelnitsky Regional Institute of Postgraduate Teacher Education), distance course "Using Google Apps for Teachers in Professional Practice" (department of education and science of Belotserkovsk city council) and others.

However, it should be noted that courses, special courses, trainings on development of information and communication competence for methodologists of regional methodological services are not enough, in most cases these are trainings intended for a certain category of pedagogical workers.

In non-formal education, in our opinion, one of the most common forms of advanced training is mass open online courses (MOOC). Prometheus, the most popular free online platform, offers courses from the best teachers, universities and organizations in the world, contains a number of courses related to the development of information and communication skills: "Critical Thinking for Educators", "Data Visualization", "Media Literacy for Educators", Fundamentals of Information Security, "Digital Communications in the Global Space", "Internet Media" and more [2].

It can be stated that the development of information and communication competence of pedagogical staff in the institutions of postgraduate pedagogical education requires special attention and improvement. The effectiveness of such work will depend on the quality of the performance of andragogical functions by teachers of postgraduate pedagogical education institutions, the level of development of their andragogical competence, which means understanding the role of continuous education as a factor of personal and professional development and the adoption of andragogical principles of education; treating listeners as partners; treating yourself as a teacher who works with adults, develops, and learns with them.

Conclusions. We summarize the results of the analysis of the andragogical concept of development of information and communication competence of teachers in postgraduate pedagogical education institutions.

1. Andragogical functions of the teacher of the institution of postgraduate pedagogical education include the formation of critical attitude to their professional experience, the level of formation of information and communication competence; assimilation of new ways of activity that enrich professional practice; formation of new professional needs. Andragogical support of teaching staff in the development of their information and communication competence creates opportunities for them to master new technologies, ability to find, understand, evaluate and apply information in various forms to solve personal, professional, social problems; development of universal thinking skills and problem solving.

2. Psychological-pedagogical and andragogical support is a condition for the development of the ability of teachers to solve professional and educational problems, to realize professional and personal potential in the work on the development of information and communication competence.

3. Andragogical support for the development of information and communication competence of teachers in institutions of postgraduate Pedagogical education includes the use of various forms of training, including special courses, group and individual counseling, prolonged distance training and much more.

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